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ABSTRACT

California State Standard 5.6 is delineated as: Students understand the course and consequences of the U.S. Revolutionary War. Students should be able to identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of U.S. and British leaders, Indian alliances on both sides, the contributions of France and other nations, and the contributions of individual men and women. This lesson discusses significance of topic ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); extended and correlated activities; resources for the sample topic; visual and performing art resources; Appendix VI-1--"Phillis Wheatley's Poem on Her Own Slavery"; and Appendix VI-2--"William Billings 'Chester'." The lesson contains focus questions; a relevant vocabulary; and reading, writing, speaking, and listening activities. (BT)

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CALIFORNIA History-Social Science Course Models

Course and Consequences of the American Revolution

Grade 5 Model Lesson for Standard 5.6

Edited by Dr. Michelle Zachlod

2001

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Course and Consequences of the American Revolution

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Unit VI

Course and Consequences of The American Revolution

Dr. Michelle G. Zachlod, editor, under the auspices of the California Department of Education.

5.6 Students understand the course and consequences of the American Revolution, in terms of:

1. identifying and mapping the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides
2. the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis de Lafayette, Kosciuszko, Baron von Steuben)
3. the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering
5. how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land.
7. how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

Note: Elements 1 and 5 from the State Standards are not found here.

Sample topic addressing elements of Standard 6:
The course of the American Revolution

Suggested time:
10 class sessions

Significance of the Topic

The American Revolution was one of the major events in history, and was unique in a number of ways. It was the first rebellion against a mother country by Europeans living overseas, and it was the first to be based on equal rights for all men. Yet there were contradictions about the concept of freedom since many colonists, particularly in the south, owned slaves. Also, the American

Revolution was not just a war for independence, but also a civil war between the patriots and Loyalists that increasingly became more divisive.

At first, the colonists just disputed the way in which England was ruling. Even when the Continental Congress met in 1775, there was hope on both sides that the dispute would be settled. Most colonists were loyal to King George III, even though they did not agree with England's policies. Some colonists continued to be loyal to the monarchy and became increasingly uncomfortable in the colonies. Ultimately, many left to settle in places, such as Canada, where the British still ruled. Their leaving helped the patriots gain control of more of the land and also removed any strong internal opposition to building a new country.

American militiamen were mostly farmers. They lacked training and equipment compared to the British soldiers, yet the army led by George Washington continued at war for eight years. Finally the support of France gave the colonists the major advantage they desperately needed, which led to their ultimate victory.

The Treaty of Paris in 1783 was the formal declaration that ended the war. It was attended by four nations: America, England, France and Spain. Two of its most important provisions of the treaty were that England recognized America's independence, and that the new nation's boundary to the west was the Mississippi River.

Women played an important role during the revolution. With the men away, they had to supervise the day to day running of the farms and take care of the jobs that were once considered the responsibility of men. Many women also served in the army as nurses and cooks. Abigail Adams, the wife of John Adams, spoke out for women's rights, but at that time in history, little attention was paid to her demands for equality.

Another group of people who were ignored in their need for freedom was the black slaves. Although some gained their freedom by serving in the military, and some were taken captive by the British, most, particularly in the south, continued to work in the fields. Slavery was seen by many as wrong in light of claims of liberty for all men, but slaves were viewed as property that could not be taken away, which conflicted with the slaves' right to freedom.

There were a number of problems that had to be resolved by the new nation. The United States had to agree about how they would be governed and what organization and rules it would adopt. Most states developed their individual constitutions even before the war had ended. Most agreed that the new nation would be ruled by the people, and that they would have the right to reform or even abolish the government, if they felt it was necessary. The United States also had to deal with two important issues-- taxation, and the new territory granted in the treaty with England. Settlers were moving into the new frontier and moved beyond the reach of the eastern-based governments. In the long run, these small frontier communities were absorbed into larger ones that became states.

The government of the newly formed United States got off to a difficult start with dissatisfaction and unrest. Although the Northwest Ordinance of 1787 successfully accomplished the organization and settlement of the area northwest of Ohio, many frontier areas were not so successful. State and national governments needed money to operate and the way to do that was through taxation.

Massachusetts taxed its farmers so heavily that the farmers rebelled. Also, many of the new nation's leaders had become disheartened and were considering giving up on their dreams of a strong yet balanced government. Finally, a group of dedicated nationalists that included; George Washington, James Madison, Alexander Hamilton, Benjamin Franklin, William Randolph, and James Wilson took the situation in hand and created the structure for the new nation's government.

Focus Questions:

1. How did the war progress from the first rebellion to the signing of the Declaration of Independence?
2. Why was there conflict between families, friends and communities?
3. Why were Phillis Wheatley and Abigail Adams unusual women for the times in which they lived?
4. What were the similarities and differences of the written works of Phillis Wheatley and Abigail Adams?
5. What is significant about Benjamin Franklin's negotiations with France during the American Revolution?
6. Why were the state constitutions important? What key issues were emphasized?
7. Why was music important during the American Revolution?
8. Why is music an important form of expression about important subjects and events throughout history?

Sample Vocabulary Used in This Unit

revolution
symbol
sedition
scandalous
representation
rebellion
emancipation
minutemen

Literacy Connections

Reading

- Students read the poem written by Phillis Wheatley.
- Students read William Billings' song "Chester" and explain its meaning.

Writing

- Students write a rationale logically describing why the animals they chose are the best.
- Students to write a poems from the Patriot's perspective.
- Students write letters to the editor of the New York Gazetteer.
- students write essays on what freedoms are important to them.

• Students write a song about a famous person or important event during the period of the American Revolution.
• Students write and tell stories about the war from a first person perspective.
• Students create and illustrate poems about heroes and events of the American Revolution.

Speaking
• Students read their letters to the class.
• Students brainstorm some of the freedoms we have today.
• Students discuss the meaning of the songs and explain the historical event(s) to which they are relating.
• Students share their poems with other class members.

Listening
• Students listen to the poem written by James Rivington.
• Students listen to patriotic and satirical songs and marches.
• Students listen to their classmates' presentations.

A
Beginning the Topic

Focus Question: How did the war progress from the first rebellion to the signing of the Declaration of Independence?

To help students make connections and recognize the political and economic forces driving the colonial leaders at the time, provide them with individual outline maps and have them fill in the locations of important battles and significant places, such as England, the Great Lakes area, the Battle of Lexington, the Mississippi River, and the colonies.

Read British and American accounts of the Battle of Lexington, and record the similarities and differences on a Venn Diagram.

Have students read accounts of other significant battles, locate them on their maps, and explain their importance to the war's final outcome. As students learn about the battles, they can write journals from the perspectives of soldiers or others that were part of the war. This allows them to use a narrative form of writing to show their knowledge of facts and information gleaned from their research.

You might want to read excerpts from A Young Patriot: The American Revolution as Experienced by a Young Boy by Jim Murphy, to provide realistic examples of life as a soldier during the American Revolution. After listening to the excepts, students write and tell stories about the war from a first person perspective.

Students may want to become the character about whom they have written and dramatize their character's perspective about specific events in the war such as battles or the signing of the Declaration of Independence.

Examine pictures of Revolutionary War battles painted soon after the war. What was the artist trying to show? What impression does the picture give about the war and its military leaders? Read accounts of significant battles. Have students locate them on a class size map and explain their importance to the war's final outcome. This activity can be done individually and used as an assessment.

Focus Question: Why was there conflict between families, friends and communities?

History becomes more accessible to students with different learning styles when they see illustrations and pictures of the times and then read a book or hear it read.

Relevant literature such as James Collier and Christopher Collier's My Brother Sam Is Dead, Esther Forbes' Johnny Tremain, or Anne Turner's Katie's Trunk may be used to portray different kinds of conflict; inner conflict, family conflict, hardships, and the wider political and social conflict of the era. These books can either be read by the students or read aloud by the teacher, and then be used to initiate a class discussion on the concepts of conflict, honor, ethical behavior, and values.

There are a variety of activities that can be done in conjunction with reading historical fiction. Small groups can perform dramatic improvisations of certain scenes in the story. Individual students may write letters explaining their decisions about going to war, which side they chose, and why. Small groups can debate the pros and cons of going to war, or may create a board game depicting the major events and turning points of the war and then teach the game to their classmates.

B
Developing the Topic

Focus Question: Why were Phillis Wheatley and Abigail Adams unusual women for the times in which they lived?

Two different women, Phillis Wheatley and Abigail Adams' efforts contributed to the climate of the 1700s. Abigail Adams was famous for being a strong and outspoken woman. She wrote a letter to her husband concerning women's rights in March 1776 when he was at the Second Continental Congress.

The students will discuss the concern that Abigail Adams expressed to her husband John Adams regarding women's emancipation. She playfully warned him "if attention is not paid to the ladies, we shall foment rebellion and will not hold ourselves bound by any laws in which we have no voice or representation."

Phillis Wheatley describes the issue of freedom from the perspective of what it was like to be a slave in her poem, Should You, My Lord. Both of these women are addressing the issue of freedom from the position of being without it.

Discuss how freedom of today is interpreted differently than in the 1700's. Brainstorm some of the freedoms we have today. Have students write essays on the freedoms that are important to them personally, why, and what would change for them and how would they feel if those freedoms were taken away.

Focus Question: What were the similarities and differences of the written works of Phillis Wheatley and Abigail Adams?

Students should read the poem written by Phillis Wheatley about her experience as a slave (see Appendix VI-1) and the letter by Abigail Adams and compare the laments of the two women. Create a large Venn Diagram and have students compare the two works and what they say about freedom.

Students may read about other famous women that lived during the American Revolution and the roles that they played. An effective way to share information is for small groups to gather facts about women of the time and put them on a large character map (see Appendix VI-2 for a model) that they then share with the rest of the class. The character maps can be made on chart paper and displayed in the room when they have been completed.

C
Culminating the Topic

Focus Question: What is significant about Benjamin Franklin's negotiations with France during the American Revolution?

Using biographies is an interesting way to learn about certain historical time periods. Benjamin Franklin was an exceptional man. Students can listen to a biography about Benjamin Franklin read by the teacher to the whole class. In particular, his negotiations with France during the war should be emphasized. Students can take notes while listening to his biography, and then write poems detailing his numerous qualities, or the whole class can participate in filling out a character map after listening to his biography.

Focus Question: Why were the state constitutions important? What key issues were emphasized?

Beginning a new country was not an easy job. There were conflicts and confusion within the colonies. The new states needed order and security. Some states developed their own constitutions that served as models for the U.S. Constitution. Provide small groups with descriptions of the different state constitutions. Students work in their groups and list what they believe are important ideas and phrases of the state constitutions on large paper. Have students share their findings with the class. Discuss why certain things were important and emphasized by the states. Are those things

still important today? Save the papers to use when studying the Declaration of Independence in more depth in the next chapter.

Extended and Correlated Activities

Focus Question: Why was music important during the American Revolution?

Conclude the topic with music of the American Revolution. Select patriotic and satirical songs and marches for sources such as "Birth of Liberty: Music of the American Revolution" and "Colonial and Revolutionary Songs" (See "Creative and Performing Arts Resources"). Play cassettes of selected songs for the class and reproduce lyrics on an overhead. Students discuss the meaning of the songs and explain the historical event(s) to which they are relating. How have songs been used to tell the story of a historical event? Are the songs accurate? What point of view is expressed in the songs?

Focus Question: Why is music an important form of expression throughout history about important subjects and events?

Students examine the lines in William Billings' song "Chester" and explain their meaning. The song, along with background information on its composer, is provided in Appendix VI-3. Billings originally wrote the song as a hymn. During the war, he rewrote the words to express the patriotic and religious fervor of many colonists. The minutemen made it a marching song.

What did Billings mean by the phrase New England's God? Who were the men mentioned in the second verse? What does Billings mean by the terms galling chains and infernal league? Once students learn the song, they can sing it in the tempo of a march. Students may discuss why it became popular with the minutemen.

Tell students that Washington's general orders of June 4, 1777, reprimanded troop musicians, commanding them to practice harder since "the music of the army [is] in general very bad." The practical purpose of the fifes and drums was to signal the troops' movements, but Washington also stressed that "nothing is more agreeable, and ornamental, than good music." (The Writings of George Washington, Volume 8, page 182, U.S. Government Printing Office, 1931-1944.) Why would this military leader insist on something "agreeable and ornamental" for his soldiers?

Charles Ives' orchestral composition "Putnam's Camp, Redding, Connecticut," from Three Places in New England, permits students to understand further how historical events can be reflected in the arts. "Putnam's Camp" is a work of program music, i.e., instrumental music in which listeners imagine a story based on musical "clues." The narrative begins with a Fourth of July celebration witnessed by a child, who wanders away from the crowd, falls asleep, and dreams of the revolutionary war soldiers and their hardships.

How does Ives convey the celebration? The Revolutionary War? What Instruments are used to suggest the two events? What does the music do to suggest that the child has awakened and rejoined the Independence Day parade? Many record shops carry recordings of this work,

categorized under the composer's name in the classical music section. Public libraries are another possible source.

Conclude the lesson with a class project in which students, working together, write a song about a famous person or important event during the period of the American Revolution. Set the lyrics to a popular song which students know.

Storytelling is also an appropriate activity once students have heard and read biographies, folklore, and stories of famous" revolutionary war figures. Students' preparation for storytelling requires many levels of thinking. The VHS cassette The Art of Storytelling (see "Resources for the Sample Topic") helps students and teachers achieve a polished presentation. Though the video features tall tales rather than historical stories, the suggestions and teacher's manual are applicable to this project. Chapter eight of The American Revolutionaries Historical Series, A History in Their Own Words, or From Colonies to Countries are good sources for storytelling activities.

Besides using a historical novel or a biography to correlate history with core literature, teachers can integrate English and language arts through the study of pertinent poetry and plays. In addition to "Paul Revere's Ride" students should become familiar with Ralph Waldo Emerson's "Concord Hymn". Charles Baker's book of plays, The Struggle for Freedom, includes teaching suggestions and biographical dramas to correlate with this sample topic. Baker's work is listed in the "Visual and Performing Arts Resources"; Wheatley's poem appears on this page; and Emerson's poem is listed in "'Resources for the Sample Topic."

Students create and illustrate poems about heroes and events of the American Revolution that are shared with other class members and displayed in the class.

Resources for the Sample Topic

Altman, Susan R. *Extraordinary Black Americans from Colonial to Contemporary Time*. Children Press, 1988. Short biographies of ninety-five black Americans from colonial to contemporary times, highlighting their personal achievements and their resulting contributions to the growth of American society.

Baker, Charles F., III. *The struggles for freedom*. Cobblestone Publishing, 1990. United States History, Revolution, 1775-1788.

Brenner, Barbara. *If You Were There in 1776*. 1st ed., Simon & Schuster Books for Young Readers, 1994. Demonstrates how the concepts and principles expressed in the Declaration of Independence were drawn from the experiences of living in America in the late eighteenth century, with emphasis given to how children lived on a New England farm, a Southern plantation, and the frontier.

Brownstone, David M. *Historic Places of Early America*. Macmillan Publishing Co., 1989.

Clinton, Susan. *The Story of the Green Mountain Boys*. Children Press, 1987. Discusses the activities of the Green Mountain Boys under the leadership of Ethan Allen, first working as a private part-time army to defend land ownership rights in the colony which later became Vermont, and then fighting in the Revolutionary War in various areas in the northern colonies.

Collier, James Lincoln. *My Brother Sam is Dead*. 1997. "An ALA notable children's book." Recounts the tragedy that strikes the Meeker family during the Revolution when one son joins the rebel forces while the rest of the family tries to stay neutral in a Tory town.

Ferris, Jeri. *What are you figuring now? A story about Benjamin Banneker*. New York: Scholastic Inc., 1988. A biography of the Afro-American farmer and self-taught mathematician, astronomer, and surveyor for the new capital city of the United States in 1791, who also calculated a successful almanac notable for its preciseness.

Fleming, Alice Mulcahey. *George Washington Wasn't Always Old*. Simon & Schuster Books for Young Readers, 1991. The book presents the boyhood life of George Washington up to his twenty-first birthday.

Goor, Ron. *Williamsburg: Cradle of the Revolution*. 1994. Social life and customs of Williamsburg Va. Politics and government of Virginia.

Legyel, Cornel (1958). *Four Days In July*. Doubleday & Company, Inc. Garden City, N.Y.

Murphy, Jim. *A young Patriot*. New York: Scholastic, Inc., 1997. The American Revolution as experienced by one boy.

O'Dell, Scott. *Sarah Bishop*. Houghton Mifflin, 1980. Left alone after the deaths of her father and brother who take opposite sides in the War for Independence, and fleeing form the British who seek to arrest her, Sarah Bishop struggles to shape a new life for herself in the wilderness.

Osborne, Mary Pope. *George Washington: Leader of a New Nation*. 1991. A biography of our first President, illustrated with old prints, maps and photographs.

Pinkney, Andrea Davis. *Dear Benjamin Banneker*. 1998, Harcourt Brace. Almanacs, American, Afro-American scientists, Astronomers, Afro-Americans, Benjamin Banneker.

The Black Americans: A History in Their Own Words, 1619-1988. 1984. A revision of three volume. A history of African American people in the United States, as told through letters, speeches, articles, eyewitness accounts and other documents.

Women of the American Revolution. Cobblestone Publishing, 1993. *Teacher's guide: Women of the American Revolution, a Unit of Study for Grades 5-8*. A collection of Cobblestone magazines and lesson plans focusing on the American Revolution. Each Cobblestone issue includes at least one article or play featuring a woman's participation in historical events. Teacher's guide provides lesson plans, student resources and background materials for teaching units on specific "dramatic moments in history.

Zall, Paul M. *Becoming American: Young People in the American Revolution*. 1993. Includes letters, diaries, and journals of twenty young people form all walks of life, reflecting their experiences in the pivotal period in American history form 1767 to 1789.

Visual and Performing Arts Resources

Colonial Singing Games and Dances. 1977. Recording. Including texts music, game and dance instructions. [Games] London Bridge. Oats and beans and barley grow. Round and round the village. Milking pails. Green gravel. Old Roger is dead. -[Dances] Love in a village. Successful campaign. The female saylor. A Scottish reel for four. A six-hand reel.

Davis, Burke. *Black Heroes of the American Revolution*. 1993, American Printing House for the Blind, Recording/Cassette. An account of the black soldiers, sailors, spies, scouts, guides and wagoners who participated and sacrificed in the struggle for American.

Go In and Out the Window: An Illustrated Songbook for Young People. 1987. Children songs. An illustration collection of sixty-two traditional songs.

Hand in hand: An American History through Poetry. Simon & Schuster, 1994. A collection of poems and lyrics from several songs provides a look at our country, from colonial times to the present.

Ives, Charles. *They are there! Three places in New England; New England Holidays*. Recording/disc, 1996. Recording location: Joseph Meyerhoff Symphony Hall, Baltimore, September 1994. Program notes in English by David Zinman. Baltimore Symphony Chorus (in 3rd work); Baltimore Symphony Orchestra; David Zinman, conductor.

McNeil, Keith. *Colonial & Revolution songs*. Insights into American history through folksong. Principally traditional songs and music "with historical narration."

The Cobblestone American history CD-ROM. 1995. Full-text database containing almost every article, puzzle, and department that appeared in Cobblestone magazine from 1980 through 1994. Index assists teachers in teaching research skills to students of all levels.

Appendix VI-1

Phillis Wheatley's Poem on Her Own Slavery

Phillis Wheatley seldom mentioned herself in her poetry. But in Poems on Various Subjects, published in 1773, a portion of one tells about her own life. As a child she was kidnapped in Africa and brought to Boston and this poem describes how she felt.

To the Right Honourable William, Earl of Dartmouth, His Majesty's Principal Secretary of State for North America, and company.

No more America in mournful strain
Of wrongs, and grievance unredress'd complain,
No longer shall thou dread the iron chain,
Which wanton Tyranny with lawless hand
Has made, and which it meant t'enslave the land.

Should you, my lord, while you pursue my song,
Wonder from whence my love of Freedom sprung,
Whence flow these wishes for the common good,
By feeling hearts alone best understood,
I, young in life, by seeming cruel fate
Was snatch'd from Afric's fancy'd happy seat:
What pangs excruciating must molest,
What sorrows labour in my parent's breast?
Steel'd was the soul and by no misery mov'd
That from a father seiz'd his babe belov'd
Such, such my case. And can I then but pray
Others may never feel tyrannic sway?

Appendix VI-3

William Billings (1746-1800) was a tanner who gave up his trade to compose music. Largely self-taught, Billings generated interest in music throughout New England. His hymns, rounds, and patriotic music were widely performed during his lifetime, and he helped found choral group, singing clubs, and church choirs. His collections of rounds and canons are still performed today by choruses, "Chester" was originally written in four part harmony (soprano, alto, tenor, and bass) for group singing.

The class should be divided into two groups giving each one the writings of Adams and Wheatley to analyze how each has set the tone and had influenced the movement for equality for women. The class should come together to discuss their decisions and determine how incline they were in how events have developed over time for the movement of women's rights.

Chester

By William Billings

Let tyrants shake their iron rods,
And Slav'ry clank her galling chains.
We fear them not, we trust in God.
New England's God forever reigns.

Howe and Burgoyne and Clinton, too,
With Prescott and Cornwallis joined,
Together plot our overthrow,
In one infernal league combined.

When God inspired us for the fight,
Their ranks were broke, their lines were forced,
Their ships were shattered in our sight,
Or swiftly driven from our coast.

The foe comes on with haughty stride,
Our troops advance with martial noise;
Their vet'rans flee before our youth,
And gen'rals yield to beardless boys.

What grateful off'ring shall we bring,
What shall we render to the Lord?
Loud hallelujahs let us sing,
And praise his name on ev'ry chord!

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